



Knightsville Elementary

847 Orangeburg Road
Summerville, South

Grades	PK-5 Elementary School	
Enrollment	848 Students	
Principal	Anita Ruff Putillion	843-873-4851
Superintendent	Joseph R. Pye	843-873-2901
Board Chair	Bufort "Bo" Blanton	843-873-8454

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	At-Risk
2007	Good	Below Average
2006	Good	At-Risk
2005	Good	At-Risk
2004	Good	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

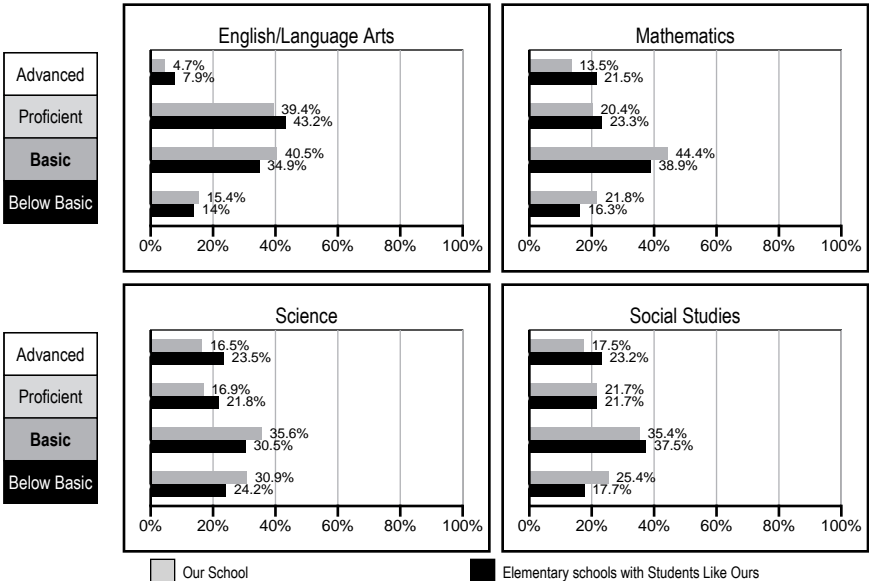
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 93%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	33	54	3	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=848)				
First graders who attended full-day kindergarten	98.7%	Down from 100.0%	100.0%	100.0%
Retention rate	3.3%	Up from 2.4%	2.1%	2.3%
Attendance rate	95.9%	No Change	96.4%	96.3%
Eligible for gifted and talented	13.2%	Up from 12.5%	13.8%	10.4%
With disabilities other than speech	5.3%	Up from 4.6%	7.0%	7.5%
Older than usual for grade	0.3%	Down from 0.9%	0.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	3.9%	Up from 2.9%	0.0%	0.0%
Teachers (n=61)				
Teachers with advanced degrees	42.6%	Down from 43.0%	56.1%	56.7%
Continuing contract teachers	68.9%	Up from 67.1%	78.9%	77.3%
Teachers with emergency or provisional certificates	6.7%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	72.1%	Down from 87.1%	89.1%	86.4%
Teacher attendance rate	94.4%	Up from 93.5%	94.9%	94.9%
Average teacher salary	\$43,694	Up 3.1%	\$45,945	\$45,345
Professional development days/teacher	9.6 days	Down from 11.4 days	12.1 days	12.6 days
School				
Principal's years at school	1.0	Down from 3.0	5.0	4.0
Student-teacher ratio in core subjects	17.7 to 1	Down from 19.1 to 1	19.3 to 1	18.5 to 1
Prime instructional time	88.4%	Down from 88.6%	90.2%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.4%	Up from 99.0%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil*	\$6,461	Up 56.8%	\$6,391	\$7,052
Percent of expenditures for instruction*	67.3%	Up from 64.9%	69.9%	69.1%
Percent of expenditures for teacher salaries*	63.9%	Down from 93.7%	65.5%	64.2%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Knightsville Elementary School believes that our mission is to create lifelong learners who are prepared to meet the challenges of the future. In pursuit of this goal, the faculty and students of Knightsville have been honored with Blue Ribbon School of Excellence, Flagship School of Promise, and most recently with the South Carolina Red Carpet Award. Our faculty and student body continue to set high goals for themselves, and we strive to achieve them.

Special academic initiatives were provided for students to make learning engaging and exciting. Some of these initiatives included a specific time for the Odyssey Computer program to differentiate math and reading in Grades 2-5, expansion of our fiction/nonfiction leveled text libraries, student goal setting, continuation of Dorchester Two Literacy Model, and extended day activities for extra help. The administrative team held instructional conferences with each teacher to discuss teaching strategies and practices as well as the academic progress of their students. At the end of each nine weeks, school-wide awards ceremonies recognized students for academic achievement and school attendance. In addition, KES students experienced state-of-the-art technology: interactive whiteboards and computers in every classroom, four computer labs, video-streaming, and numerous technological tools and resources that are integrated in everyday learning.

The implementation of a Positive Behavior Support grant has given our staff opportunities to highlight the positive behavior of our students in a number of ways. The significant reduction in discipline occurrences coupled with positive student reinforcement has promoted a positive atmosphere throughout the school. Students are given many opportunities to be recognized and rewarded for good behavior.

Parental involvement in the education of our children is vital to our becoming a successful school. We have worked diligently to make parents feel welcome and have encouraged them to take an active role in the education of their children. Parents are active members of our PTA and volunteer their services in a variety of ways to support our overall program and make our school a great place to be.

A challenge for every school is to convey its needs to the members of the community capable of meeting those needs. In addition, it is imperative to build a lasting, bonding relationship between these stakeholders to benefit children. When a bonding relationship joins with a competent school staff, the result is a school that continually strives for academic excellence and each year we come closer to that goal.

Knightsville's challenges for the 2008-2009 school year will be to continue to close the achievement gap of social-economic, racial, and gender divides and truly align and integrate technology within the curriculum. The first challenge will be addressed through continued dialogue and examination of test data. The technology challenge will be met by continued training and staff development.

Anita Griffin-Ruff, Principal
Sandy Conroy, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	70	98	107
Percent satisfied with learning environment	82.9%	86.7%	81.7%
Percent satisfied with social and physical environment	82.9%	77.3%	82.9%
Percent satisfied with school-home relations	74.3%	85.7%	79.2%

* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress	NO
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This school met 17 out of 19 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	Continuing School Improvement
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.1%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.9%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	410	99.5	14.9	40.7	39.3	5.1	55.8	57.8	48.2	Yes	Yes
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Gender

Male	194	99	21.3	41.4	33.3	4	47.7	50.7	41.7	N/A	N/A
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Female	216	100	9.2	40	44.6	6.2	63.1	65.6	55	N/A	N/A
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Racial/Ethnic Group

White	275	99.3	12.5	37.6	44.7	5.1	61.2	65.8	60	Yes	Yes
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African American	108	100	23	46	26.4	4.6	42.5	41.1	31.7	Yes	Yes
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Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	72.3	70.4	I/S	I/S
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Hispanic	16	100	18.8	62.5	12.5	6.3	31.3	45	38.4	I/S	I/S
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American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	68.7	47	I/S	I/S
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Disability Status

Disabled	41	100	55.6	30.6	8.3	5.6	19.4	21.9	16	I/S	Yes
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
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English Proficiency

Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	30.8	36.9	I/S	I/S
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Socio-Economic Status

Subsided meals	178	100	21.8	47.4	27.6	3.2	39.7	40.7	34	Yes	Yes
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Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	410	100	21.6	44.2	20.5	13.7	46.9	49.8	45.8	Yes	Yes
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Gender

Male	194	100	23.9	39.8	21	15.3	46	50.5	45.6	N/A	N/A
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Female	216	100	19.5	48.2	20	12.3	47.7	49.1	45.9	N/A	N/A
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Racial/Ethnic Group

White	275	100	15.6	45.9	22.6	16	52.9	59.9	59	Yes	Yes
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African American	108	100	36.8	41.4	13.8	8	33.3	28.3	26.9	No	Yes
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Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	67.1	71.3	I/S	I/S
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Hispanic	16	100	50	31.3	12.5	6.3	18.8	37.4	38.1	I/S	I/S
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American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	55.2	46.2	I/S	I/S
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Disability Status

Disabled	41	100	52.8	36.1	5.6	5.6	16.7	21.7	17.1	I/S	Yes
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
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English Proficiency

Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	26	38.7	I/S	I/S
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Socio-Economic Status

Subsided meals	178	100	33.3	44.2	15.4	7.1	30.1	32	31.4	No	Yes
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* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	270	100	30.7	35.7	17	16.6	33.6	42	35.7	95.9	96.1
Gender											
Male	129	100	26.3	33.3	22.8	17.5	40.4	45.1	37.4	96	95.9
Female	141	100	34.6	37.8	11.8	15.7	27.6	38.7	33.8	95.9	96.3
Racial/Ethnic Group											
White	175	100	20.7	38.4	20.7	20.1	40.9	52.4	49.2	95.8	96
African American	79	100	54.1	27.9	9.8	8.2	18	20.7	17	96.2	96.2
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	52.7	58	97.3	97
Hispanic	11	100	54.5	45.5	0	0	0	27.1	24.9	95.9	96.1
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	51.2	37.4	95.5	95.8
Disability Status											
Disabled	25	100	50	31.8	13.6	4.5	18.2	21.6	14	94.8	95
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	93.2
English Proficiency											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	18.3	24.4	96.7	96.5
Socio-Economic Status											
Subsided meals	120	100	44.7	34	11.7	9.7	21.4	24.5	21.1	95.5	95.3

Social Studies

All Students	274	99.3	24.3	36.2	22.2	17.3	39.5	43.2	34	95.9	96.1
Gender											
Male	129	98.5	21.2	30.1	28.3	20.4	48.7	46.4	36.6	96	95.9
Female	145	100	26.9	41.5	16.9	14.6	31.5	39.7	31.3	95.9	96.3
Racial/Ethnic Group											
White	190	99	21.4	35.8	23.1	19.7	42.8	51	44.5	95.8	96
African American	64	100	40	34	16	10	26	25.8	19.1	96.2	96.2
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	61.4	58.9	97.3	97
Hispanic	11	100	18.2	54.5	18.2	9.1	27.3	32.8	27.5	95.9	96.1
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	46	32.7	95.5	95.8
Disability Status											
Disabled	29	96.6	45.8	33.3	16.7	4.2	20.8	20.9	14.4	94.8	95
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	93.2
English Proficiency											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	24.4	27.3	96.7	96.5
Socio-Economic Status											
Subsided meals	114	99.1	39	38	14	9	23	26.5	21	95.5	95.3

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	211	99.5	11.6	32.8	43.4	12.2	55.6
	4	179	100	10	28.8	51.3	10	61.3
	5	193	100	11.1	48.5	38.6	1.8	40.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	142	99.3	17.2	26.6	46.1	10.2	56.3
	4	135	99.3	13.9	47.8	33.9	4.3	38.3
	5	133	100	13.5	48.4	37.3	0.8	38.1
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	211	99.5	20.6	54.5	16.9	7.9	24.9
	4	179	100	16.9	36.3	22.5	24.4	46.9
	5	193	100	21.1	49.1	18.1	11.7	29.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	142	100	22.5	48.1	14.7	14.7	29.5
	4	135	100	21.6	39.7	26.7	12.1	38.8
	5	133	100	20.6	44.4	20.6	14.3	34.9
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	107	100	28.3	35.9	27.2	8.7	35.9
	4	179	100	22	27	21.4	29.6	50.9
	5	97	100	32.9	30.6	20	16.5	36.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	73	100	11.9	41.8	26.9	19.4	46.3
	4	134	100	33.9	36.5	15.7	13.9	29.6
	5	63	100	45.8	27.1	8.5	18.6	27.1
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	107	99.1	10.6	41.5	28.7	19.1	47.9
	4	179	100	13.2	33.3	18.2	35.2	53.5
	5	96	100	31	42.9	9.5	16.7	26.2
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	69	98.6	14.8	36.1	21.3	27.9	49.2
	4	135	100	27.6	38.8	18.1	15.5	33.6
	5	70	98.6	27.3	31.8	30.3	10.6	40.9
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample